

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: K/My Favorite Is -A Kindergarteners' Opinion

Course Code: ELA

COURSE INTRODUCTION:

Children enter kindergarten with varying academic skills. A kindergarten school year will provide many opportunities and experiences with poems, nonfiction and fiction text, songs, and rhymes. They will be immersed in a print rich environment engaging in meaningful reading and writing experiences. By the end of the year, students will be able to cooperate with peers, read and comprehend simple text using various strategies, and compose writing pieces using their knowledge of letters and sounds. They will be able to converse about a topic with their teachers and peers. They will continue to build on the academic and social skills learned in kindergarten.

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UNIT DESCRIPTION: During this author study of Mo Willems, kindergarten students will explore a variety of his books and decide on a favorite book. Students will be involved in interactive read alouds, interactive writing, partner work, and writer’s workshop. They will write an opinion piece on their favorite book and reasons why it is their favorite. Students will publish their piece with other students to make a class book titled, <i>My Favorite Book by Mo Willems</i> . This book will be published using Photo Story, with the students narrating their own piece of writing. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf . Resources based on the Universal Design for Learning principles are available at www.cast.org .	SUGGESTED UNIT TIMELINE: 3-4 WEEKS CLASS PERIOD (min.): 30 minutes					
ESSENTIAL QUESTIONS: 1. How can I explain to others what my favorite book is and why?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will compose an opinion piece on their favorite book by Mo Willems that includes the name of the book and the reasons why it is their favorite.		W.3.A.K.a	1.8 2.1	W.K.1 W.K.5		3

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				W.K.7 RF.K.1.a RF.K.1.b RF.K.1.c SL.K.4 SL.K.6 L.K.1.a L.K.1.b L.K.1.c L.K.1.d L.K.1.e L.K.1.f L.K.2.a L.K.2.b L.K.2.c L.K.2.d		
2. Students will publish their writing piece using Photo Story to make a class book.			1.8	W.K.6		2

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			2.1	SL.K.5		
3. Students will be able to verbally identify the characters, setting, and major events in one book of Mo Willems.		R.2.C.K.a R.2.C.K.b R.2.C.K.c	1.5	RL.K.3 RL.K.7 RL.K.9 SL.K.1.a SL.K.1.b L.K.6		2
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Students will write an opinion piece on their favorite book by Mo Willems that includes the title of the book and reasons why it is their favorite. The opinion piece will be scored by using a writing scoring guide and will be published with Photo Story. (Summative)</p> <p>Students will be asked to identify the characters, setting, and major events in one book by Mo Willems. The teacher will record each student's response and then score using a checklist. (Formative)</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
1	<p>1. Partner Work</p> <p>The teacher will introduce the author study by having students name books or characters by Mo Willems. The list will be recorded on chart paper. As new books are introduced, they will be added to the list. Several different titles of one series by Mo Willems, such as the <i>Elephant and Piggie</i> books, will be available for students to explore with a partner. The teacher will model for the students how to use Post-it notes to mark pages when they notice something they want to share about the characters or events in the story. Partners will share one page they marked with the whole group. Ex: Elephant sneezed and Piggie went flying in the air. The teacher will refer back to the student's noticing when she reads aloud the corresponding book. The same activity will be followed when each</p>					

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	series (the <i>Pigeon</i> series and the <i>Knuffle Bunny</i> series) is introduced.
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>1. Partner Work</p> <p>Students will name books or characters by Mo Willems. Students will work with a partner to explore several books by Mo Willems. The students will use Post-It notes to mark pages that have something they want to share either about the characters or events in the story. Partners will share one page they marked with the whole group. Ex: Elephant sneezed and Piggie went flying in the air.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3	<p>2. Interactive Read Aloud</p> <p>The teacher will read aloud each day a different book by Mo Willems during the author study. During the read aloud, the teacher will stop at different points, and the students will be asked to Turn and Talk to their partner about what the characters are doing and why (major events). Students will work with a partner to name the characters and setting in the story. The teacher will add names of characters to the Word Wall and students will add to their Interesting Words book. The teacher can share more information on each character on the website www.pigeonpresents.com.</p>
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	<p>2. Interactive Read Aloud</p> <p>Students will work with a partner to name the characters and setting in the story during the read aloud activity.</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>3. Interactive Writing</p> <p>After the teacher reads aloud a book by Mo Willems, the students will participate in an interactive writing experience. The teacher will ask students what they liked about the book and why. The students will tell the teacher what to write. Ex: "I liked when Piggy try to make Elephant happy when he dressed up like a cowboy because it was nice." Highlight the word "because" so students will notice how that word is used. Model following the words from left to right, top to bottom; that spoken words are represented in written language by specific sequences of letters; and words are separated by spaces in print. The anchor charts will be available as a resource for students.</p>

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	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>3. Interactive Writing</p> <p>The students will tell what they like about the book and why. The students will tell the teacher what to write on the chart</p>
	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 2	<p>4. Writer's Workshop</p> <p>Students should have been immersed in a variety of books by Mo Willems through read aloud experiences, partner work, and discussions before beginning instruction on opinion writing. The teacher should refer to the anchor charts and Word Wall created during interactive writing. These resources should be used by students throughout the writing process.</p> <p>To help narrow their selection, the teacher will have students vote on which character is their favorite. The teacher will ask, "Do you like Pigeon, Elephant and Piggie, or Knuffle Bunny?" The students will write their name on a sticky note and place their vote on the corresponding column of a bar graph.</p> <p>Then students will be asked to think about which book they liked the best with their favorite character. Have students share with a partner the book that is their favorite and why. Books by Mo Willems will be available in the classroom for them to use as a resource.</p> <p>Teacher will model writing about a book that is her favorite and think aloud about what to write. My favorite book is _____ because _____. The teacher will ask the students what she could add to make the writing better. The following words can be added to the Word Wall and student's <i>Interesting Words</i> book: "favorite" and "because"</p> <p>The teacher will have students write and draw about their favorite book. The teacher will confer with students as they write asking questions and offering suggestions.</p> <p>When the students complete their piece, the students will use the Student Writing Checklist to check their writing piece. Teacher will assist as needed.</p> <p>All students' writing pieces will be compiled to make a class book title <i>My Favorite Book by Mo Willems</i>. It will be published using Photo Story, with each student recording what he or she wrote.</p>
	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>4. Writer's Workshop</p>

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2	<p>To help narrow their selection, students will vote on which character is their favorite. They will write their name on a sticky note and place their vote on the corresponding column of a bar graph.</p> <p>Then students will think about which book they liked the best with their favorite character. Students will share with a partner the book that is their favorite and why. Students will compare and contrast the adventures and experiences of the characters in the Mo Willems books.</p> <p>The students will write and draw about their favorite book.</p> <p>When the students complete their piece, the students will use the Student Writing Checklist to check their writing piece. Teacher will assist as needed.</p> <p>Students will share their piece with a partner.</p> <p>All students' writing pieces will be compiled to make a class book title <i>My Favorite Book by Mo Willems</i>. It will be published using Photo Story, with each student recording what he or she wrote.</p>
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p><u>Books</u></p> <p>Books by Mo Willems</p> <p><u>Elephant and Piggie Books</u></p> <p>Willems, Mo.. <i>There is a bird on your head!</i>. New York: Hyperion, 2007. Print.</p> <p>Willems, Mo.. <i>Are you ready to play outside?</i>. New York: Hyperion Books for Children, 2008. Print.</p> <p>Willems, Mo.. <i>Pigs make me sneeze!: an elephant & piggie book</i>. New York: Hyperion Books for Children, 2009. Print.</p> <p>Willems, Mo.. <i>Pigs make me sneeze!: an elephant & piggie book</i>. New York: Hyperion Books for Children, 2009. Print.</p> <p>Willems, Mo.. <i>We are in a book!</i>. New York, N.Y.: Hyperion, 2010. Print.</p> <p>Willems, Mo.. <i>I am going!: an Elephant & Piggie book</i>. New York: Hyperion Books for Children, 2010. Print.</p> <p>Willems, Mo.. <i>Should I share my ice cream?</i>. New York: Hyperion Books for Children, 2011. Print.</p> <p>Willems, Mo.. <i>I broke my trunk!</i>. New York: Hyperion Books for Children, 2011. Print.</p>	

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Pigeon Books

Willems, Mo.. *Don't let the pigeon drive the bus*. New York: Hyperion Books for Children, 2003. Print.

Willems, Mo.. *The pigeon finds a hot dog!*. New York: Hyperion Books for Children, 2004. Print.

Willems, Mo.. *The pigeon loves things that go!*. New York: Hyperion Books for Children, 2005. Print.

Willems, Mo.. *The pigeon has feelings, too!*. New York: Hyperion Books for Children, 2005. Print.

Willems, Mo.. *Don't let the pigeon stay up late!*. New York: Hyperion Books for Children, 2006. Print.

Willems, Mo.. *The pigeon wants a puppy!*. New York, NY: Hyperion Books for Children, 2008. Print.

Knuffle Bunny Books

Willems, Mo.. *Knuffle Bunny: a cautionary tale*. New York: Hyperion Books for Children, 2004. Print.

Willems, Mo.. *Knuffle Bunny too: a case of mistaken identity*. New York: Hyperion Books for Children, 2007. Print.

Willems, Mo.. *Knuffle Bunny free: an unexpected diversion*. New York: Balzer + Bray, 2010. Print

Websites

www.mowillems.com

www.pigeonpresents.com

Technology

Photo Story

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